

**BRADLEY ELEMENTARY**  
3032 PINEBELT RD.  
COLUMBIA, SOUTH CAROLINA 29203

**GRADES** K-5 Elementary School

**ENROLLMENT** 370 Students

**PRINCIPAL** ERICA FIELDS 803-738-7200

**SUPERINTENDENT** Dr. Ronald L. Epps 803-231-7500

**BOARD CHAIR** Vince Ford 803-231-7556

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	13	64	51	3

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Unsatisfactory	N/A
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Average	Unsatisfactory	Yes
<b>2004</b>	Average	Unsatisfactory	Yes

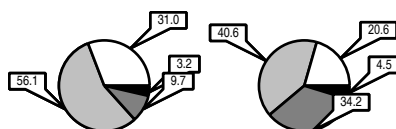
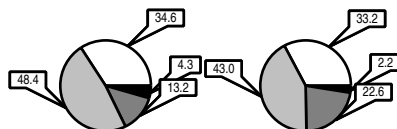
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

63.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Mathematics****English/Language Arts****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	179	98.9	20.6	40.6	34.2	4.5	45.8	Yes	Yes
<b>Gender</b>									
Male	91	98.9	19.2	42.3	35.9	2.6	43.6		
Female	88	98.9	22.1	39.0	32.5	6.5	48.1		
<b>Racial/Ethnic Group</b>									
White	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	169	98.8	21.2	39.7	34.2	4.8	46.6	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	155	99.4	19.4	37.3	38.1	5.2	51.5		
Disabled	24	95.8	28.6	61.9	9.5	0.0	9.5	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	179	98.9	20.6	40.6	34.2	4.5	45.8		
<b>English Proficiency</b>									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	178	98.9	20.8	40.3	34.4	4.5	46.1		
<b>Socio-Economic Status</b>									
Subsidized meals	155	99.4	20.6	41.2	33.1	5.1	44.1	Yes	Yes
Full-pay meals	23	100.0	21.1	36.8	42.1	0.0	57.9		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	179	98.9	31.0	56.1	9.7	3.2	32.9	Yes	Yes
<b>Gender</b>									
Male	91	98.9	32.1	53.8	12.8	1.3	30.8		
Female	88	98.9	29.9	58.4	6.5	5.2	35.1		
<b>Racial/Ethnic Group</b>									
White	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	169	98.8	32.2	55.5	8.9	3.4	30.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	155	99.4	23.1	61.9	11.2	3.7	38.1		
Disabled	24	95.8	81.0	19.0	0.0	0.0	0.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	179	98.9	31.0	56.1	9.7	3.2	32.9		
<b>English Proficiency</b>									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	178	98.9	31.2	55.8	9.7	3.2	32.5		
<b>Socio-Economic Status</b>									
Subsidized meals	155	99.4	31.6	56.6	8.1	3.7	32.4	Yes	Yes
Full-pay meals	23	100.0	26.3	52.6	21.1	0.0	36.8		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	46	97.8	8.6	22.9	57.1	11.4	68.6
	<b>Grade 4</b>	58	100.0	42.3	46.2	11.5	N/A	11.5
	<b>Grade 5</b>	56	100.0	30.8	59.6	9.6	N/A	9.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	63	100.0	8.9	32.1	51.8	7.1	58.9
	<b>Grade 4</b>	59	98.3	16.7	38.9	38.9	5.6	44.4
	<b>Grade 5</b>	57	98.3	34.0	56.6	9.4	N/A	9.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	46	100.0	13.9	50.0	30.6	5.6	36.1
	<b>Grade 4</b>	58	100.0	21.2	65.4	7.7	5.8	13.5
	<b>Grade 5</b>	56	100.0	44.2	38.5	17.3	N/A	17.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	63	100.0	23.2	66.1	7.1	3.6	10.7
	<b>Grade 4</b>	59	98.3	24.1	57.4	13.0	5.6	18.5
	<b>Grade 5</b>	57	98.3	43.4	47.2	9.4	N/A	9.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 370)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	4.8%	Up from 4.3%	3.6%	2.7%
Attendance rate	96.1%	Up from 95.9%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.7%		6.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	6.2%		5.5%	3.5%
Eligible for gifted and talented	11.2%	Up from 10.3%	5.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.0%	Up from 6.2%	8.0%	8.2%
Older than usual for grade	0.8%	Up from 0.3%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 31)				
Teachers with advanced degrees	48.4%	Down from 48.5%	48.5%	51.4%
Continuing contract teachers	87.1%	Down from 87.9%	80.0%	87.5%
Highly qualified teachers**	88.5%	N/A	92.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		3.3%	0.0%
Teachers returning from previous year	88.0%	Up from 80.3%	82.9%	86.7%
Teacher attendance rate	95.2%	Up from 92.6%	94.7%	94.9%
Average teacher salary	\$42,736	Up 3.9%	\$39,494	\$40,760
Prof. development days/teacher	20.8 days	Down from 24.9 days	13.4 days	12.4 days

School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	16.2 to 1	Up from 14.2 to 1	17.2 to 1	18.9 to 1
Prime instructional time	90.5%	Up from 87.5%	88.9%	90.0%
Dollars spent per pupil*	\$7,712	Up 4.8%	\$6,891	\$6,044
Percent of expenditures for teacher salaries*	78.5%	Up from 77.0%	63.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	89.8%	Up from 37.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Francis W. Bradley Elementary is an inner-city school located at 3032 Pinebelt Road in Richland County School District One. The school's organizational structure consists of Child Development through grade five, with a current enrollment of 405 students.

Bradley is a Professional Development School and maintains an alliance with the University of South Carolina. Members of the faculty and the administration have undergone extensive training for the past three years as part of the SC Reading Initiative, with a strong emphasis on improving reading and writing instruction. Early intervention is the key to success in our young learners. In grades CD-1, Breakthrough to Literacy is implemented to develop the skills and knowledge young learners need to become competent readers. Class size was reduced in first grade. Students who enter first grade and lack readiness skills for success receive assistance through the Reading Recovery program.

Other interventions across the grade levels include Accelerated Reader and strategies supported through the SC Reading Initiative. The Accelerated Math program and math computer enrichment programs are used to supplement the regular mathematics program. Additional reading and math instruction is provided through Success Maker, which is a computer-assisted instructional program incorporated into the computer lab. Our instructional program is further enhanced through the computer lab's "Early Bird" program, small group tutorials and after-school programs designed to reinforce skills in the areas of reading, writing and mathematics for students scoring "below basic" on PACT or referred by their teachers as needing assistance.

Parents have high expectations of the school and support the school's motto, "Striving for Excellence." An active PTA, School Improvement Council, parent volunteer programs and attendance at school-sponsored events are evidence of parent and community involvement. In May 2002, Bradley was recognized as a "School of Promise." Through our collaboration with business partners and members of the community, tutors and mentors are provided for students in grades 1-5. Recently, Bradley received an award for Small Business Partnership of the Year for its strong collaboration with Image Point. Due to recent renovations, Bradley's state-of-the-art facility features a new kindergarten wing, gymnasium, science lab, music room, keyboard lab and two science labs. The school makes use of the latest technology. The school's friendly and warm environment makes it a wonderful place for students to learn and "BEE."

Erica Fields, Principal, Bradley Elementary School

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	29	52	23
<b>Percent satisfied with learning environment</b>	100.0%	84.3%	82.6%
<b>Percent satisfied with social and physical environment</b>	96.6%	84.0%	82.6%
<b>Percent satisfied with home-school relations</b>	62.1%	84.3%	65.2%

\*Only students at the highest elementary school grade level at this school and their parents were included.